

School-Based Achievement Gap Workbook

August 2008



Academic Performance – CURRICULUM

Standard 1: The school develops and implements a curriculum that is rigorous, intentional and aligned to state and local standards.

1.1a

There is evidence that the curriculum is aligned with the Academic Expectations, Core Content for Assessment, Transformations and the Program of Studies.

Fully Functioning Level of Development and Implementation:

The implemented curriculum is directly based on and fully aligned with current Kentucky standards documents and defines what students should know and be able to do in all content areas.

Performance Judgment

☐

Fully Functioning

☐

Not Fully Functioning

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Academic Performance – CURRICULUM

Standard 1: The school develops and implements a curriculum that is rigorous, intentional and aligned to state and local standards.

1.1f

There is in place a systematic process for monitoring, evaluating and reviewing the curriculum.

Fully Functioning Level of Development and Implementation:

The school council has adopted a policy and school leadership implements procedures to monitor, evaluate, review and modify the implementation of the curriculum regularly to enable student success.

Performance Judgment

☐

Fully Functioning

☐

Not Fully Functioning

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Academic Performance – CURRICULUM

Standard 1: The school develops and implements a curriculum that is rigorous, intentional and aligned to state and local standards.

1.1g

The curriculum provides access to a common academic core for all students.

Fully Functioning Level of Development and Implementation:

The school schedule ensures all students can easily participate in Kentucky’s Academic Expectations, Program of Studies and Core Content for Assessment.

Curriculum is of a uniform high quality between classes, with teachers accommodating individual needs in developmentally appropriate settings.

Performance Judgment

☐

Fully Functioning

☐

Not Fully Functioning

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Academic Performance – CLASSROOM EVALUATION/ASSESSMENT

Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

2.1a

Classroom assessments of student learning are frequent, rigorous and aligned with Kentucky's core content.

Fully Functioning Level of Development and Implementation:

All assessments are aligned with Kentucky's Program of Studies/Core Content for Assessment.

Classroom assessments are frequent and are consistently used to ensure continuous student progress.

Teacher-designed assessment tasks are intentionally standards based, rigorous and authentic, requiring students to use inquiry, problem-solving and higher-order critical thinking skills at a proficient level.

Performance Judgment

☐

Fully Functioning

☐

Not Fully Functioning

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Academic Performance – CLASSROOM EVALUATION/ASSESSMENT
Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

2.1b
Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.

Fully Functioning Level of Development and Implementation:

Teachers intentionally and regularly collaborate to design appropriate authentic assessment tasks (e.g., exhibits, videos, story boards).

All assessment tasks require valid and appropriate demonstrations of what students should know and be able to do.

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Academic Performance – CLASSROOM EVALUATION/ASSESSMENT
Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

2.1c
Students can articulate the academic expectations in each class and know what is required to be proficient.

Fully Functioning Level of Development and Implementation:

Students can articulate what they should know and be able to do to be proficient in each content area. Students can describe the characteristics of quality work.

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Academic Performance – CLASSROOM EVALUATION/ASSESSMENT
Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

2.1d
Test scores are used to identify curriculum gaps.

Fully Functioning Level of Development and Implementation: The school council and school staff members continually disaggregate and analyze the results of multiple assessments (e.g., KCCT, CTB, ACT, Explore, PLAN, classroom) to determine if the curriculum is completely aligned with state learning objectives and is being effectively taught.
--

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Academic Performance – CLASSROOM EVALUATION/ASSESSMENT
Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

2.1e
Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.

Fully Functioning Level of Development and Implementation:
Multiple classroom assessments are intentionally designed to determine if students are learning what they need to know and be able to do as required by the school curriculum.
Instruction is regularly modified based on multiple assessment data to ensure student learning reaches the proficient level.
Students receive meaningful feedback from teachers and are encouraged to use the feedback to continuously strengthen future performances.

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Academic Performance – CLASSROOM EVALUATION/ASSESSMENT

Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

2.1f

Performance standards are clearly communicated, evident in classrooms and observable in student work.

Fully Functioning Level of Development and Implementation:

Teachers communicate performance standards and performance level descriptions with students prior to assignments/assessments.

Performance standards for student work are prominently displayed in classrooms, featured in lessons, or otherwise available for student reference (e.g., models of actual student performances and teacher-developed examples).

Assessment tasks allow students to demonstrate mastery as described in performance standards and the performance level descriptions.

Performance Judgment

☐

Fully Functioning

☐

Not Fully Functioning

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Academic Performance – INSTRUCTION

Standard 3: The school’s instructional program actively engages all students by effective, varied, and research-based practices to improve student academic performance.

3.1a

There is evidence that effective and varied instructional strategies are used in all classrooms.

Fully Functioning Level of Development and Implementation:

The school council has adopted instructional practices policy and school leadership implements procedures to ensure effective and varied instructional practices in the classroom.

Teachers use a variety of instructional strategies (e.g., culturally responsive, cooperative learning, multiple intelligences, learning styles, brain research, essential questions, higher-order thinking, problem solving, and etc.).

Teachers use instructional practices that are determined by research to be effective.

Performance Judgment

☐

Fully Functioning

☐

Not Fully Functioning

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Academic Performance – INSTRUCTION
Standard 3: The school’s instructional program actively engages all students by effective, varied, and research-based practices to improve student academic performance.

3.1b
Instructional strategies and learning activities are aligned with the district, school and state learning goals, and assessment expectations for student learning.

Fully Functioning Level of Development and Implementation:

Instructional strategies and learning activities are intentionally aligned with state, district and school learning goals.

Teachers routinely engage students in learning activities similar to those on the state assessment and ACT (e.g., open response questions, experiences with various types of reading, converting data to graphs).

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Academic Performance – INSTRUCTION

Standard 3: The school’s instructional program actively engages all students by effective, varied, and research-based practices to improve student academic performance.

3.1c

Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

Fully Functioning Level of Development and Implementation:

School leadership monitors classroom instruction on an ongoing basis to ensure that teachers plan and modify instruction to meet the needs of a diverse student population.

Instructional strategies, activities and content are responsive to various learning needs and learning styles of students.

Performance Judgment

☐

Fully Functioning

☐

Not Fully Functioning

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Academic Performance – INSTRUCTION
Standard 3: The school’s instructional program actively engages all students by effective, varied, and research-based practices to improve student academic performance.

3.1g
Teachers examine and discuss student work collaboratively and use this information to inform their practice.

Fully Functioning Level of Development and Implementation:

Teachers regularly and collaboratively analyze student work in all content areas to identify deficiencies in instruction that result in performance discrepancies for individuals and groups of students.

Teachers use the results of student work analysis to collaboratively redesign instruction to improve student learning.

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Learning Environment – SCHOOL CULTURE

Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

4.1a

There is leadership support for a safe, orderly, and equitable learning environment (e.g., culture audits/school opinion surveys).

Fully Functioning Level of Development and Implementation:

The physical structures and condition of the school provide all students and staff members with a safe, healthy, orderly and equitable learning environment.

The school council has, and school leadership implements, a comprehensive school safety plan which includes a policy on discipline and classroom management techniques and the responsibilities of the student, parent, teacher, counselor and principal.

School leadership effectively implements operational procedures to minimize disruptions to instruction.

Behavior standards are well defined, and clearly communicated to students, parents and teachers, and consistently enforced.

Learning environment data are regularly collected through various means (e.g., culture/climate surveys, opinion surveys) and analyzed for use in planning and decision-making to provide a safe, healthy, orderly and equitable learning environment.

Performance Judgment

☐

Fully Functioning

☐

Not Fully Functioning

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Learning Environment – SCHOOL CULTURE

Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

4.1b

Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

Fully Functioning Level of Development and Implementation:

School leadership demonstrates a commitment to high academic expectations for all students.

School leaders and staff members facilitate ongoing learning experiences intended to encourage family members, business leaders and other community members to share in the belief that all children can learn.

School leadership provides opportunities for teachers to regularly share their innovations (e.g., novel instructional strategies, effective resources, technology integration) that have resulted in higher achievement for traditionally under-achieving students.

School leadership enables faculty to observe and interact with teachers who are successful with traditionally under-achieving students.

School leadership sustains a school-wide focus on continuous improvement in student learning.

Performance Judgment

☐

Fully Functioning

☐

Not Fully Functioning

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Learning Environment – SCHOOL CULTURE
Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

4.1c
Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.

Fully Functioning Level of Development and Implementation:

Teachers set high academic expectations for all students, challenge the students to set high expectations for themselves, and provide the structure and support to ensure student success.

Teachers model respect, build rapport, and uniformly support the school’s behavioral expectations.

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Learning Environment – SCHOOL CULTURE
Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

4.1d
Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

Fully Functioning Level of Development and Implementation: Certified and non-certified staff members routinely collaborate when making decisions in their areas of responsibility that effect the teaching and learning environment.

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Learning Environment – SCHOOL CULTURE
Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

4.1e
Teachers recognize and accept their professional role in student success and failure.

Fully Functioning Level of Development and Implementation:

Teachers recognize and acknowledge their responsibility for student success.

Teachers demonstrate in a variety of ways the belief that their instruction is a primary instrument for student achievement.

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Learning Environment – SCHOOL CULTURE
Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

4.1f
The school intentionally assigns staff to maximize opportunities for all students to have access to the staff’s instructional strengths.

Fully Functioning Level of Development and Implementation:

School council has a policy and school leadership implements procedures regarding the assignment of students to classes and programs within the school to maximize opportunities for all students to have access to the staff’s instructional strengths.

Student groupings are created based on instructional needs and provide for flexible grouping with continuous assessment and adjustment that allows the strengths of staff to be matched with the needs of students.

School leadership intentionally assigns students to teachers whose expertise best matches their unique learning needs.

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Learning Environment – SCHOOL CULTURE
Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

4.1g
Teachers communicate regularly with families about individual students’ progress (e.g., engage through conversation).

Fully Functioning Level of Development and Implementation: Student progress reports (e.g., paper or electronic copy, e-mail) are sent home regularly and include specific, written explanations of student performance beyond computer-generated statements and, if appropriate, progress on the goals of individual education plans. Teachers regularly contact families personally (e.g., home visits, phone calls, e-mail) to discuss their children’s academic performance and behavior.
--

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Learning Environment – SCHOOL CULTURE
Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

4.1h
There is evidence that the teachers and staff care about students and inspire their best efforts.

Fully Functioning Level of Development and Implementation: Staff members have established a nurturing learning environment (e.g., school-within-school concept, team structure, advisor-advisee program) for all students. Students and staff frequently interact for the purpose of inspiring students’ best efforts regarding academic performance, attendance and behavior. Staff members use appropriate praise and positive reinforcement to motivate students to high levels of achievement.

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Learning Environment – SCHOOL CULTURE
Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

4.1j
There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

Fully Functioning Level of Development and Implementation:

School staff regularly and equitably recognizes and celebrates the academic accomplishments of students in all content areas, including formal and informal recognition.

Student academic achievement is publicly shared with community and business partners.

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Learning Environment – SCHOOL CULTURE
Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

4.1k
The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

Fully Functioning Level of Development and Implementation:

Cultural responsiveness is reflected in instructional strategies and practices, and they are seamlessly integrated into all school programs and activities.

School staff establishes and sustain a culture that alleviates the impact of physical, cultural and socioeconomic factors on learning.

School leadership intentionally recruits and retains a diverse staff of highly qualified personnel certified to teacher in their assigned areas and/or grade levels.

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Learning Environment – STUDENT, FAMILY AND COMMUNITY SUPPORT
Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

5.1a

Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.

Fully Functioning Level of Development and Implementation:

If the school has committees, the school council has a policy and school leadership implements procedures to proactively and successfully recruit parents, community members and minority representatives to serve on school council committees

School staff ensures every student has a parent or another adult who can effectively intercede as needed to support the student's continuous academic progress.

Programs and strategies that create mutually supportive relationships between teachers and families are developed, implemented and evaluated for effectiveness (e.g., training for parents, open house, curriculum fair, portfolio night, scrimmage night, home visitation).

School staff gives parents clear, complete information on the procedures for resolving concerns, filing complaints, and making suggestions.

School staff works with parents or other adults to ensure all students come to school ready to learn (e.g., well-rested, fed, clean, clothed, positive attitude, properly supplied).

School staff, in collaboration with district staff and community agencies has established lines of communication to maintain contact with students whose life circumstances have affected their attendance at school.

Performance Judgment

☐

Fully Functioning

☐

Not Fully Functioning

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Learning Environment – STUDENT, FAMILY AND COMMUNITY SUPPORT
Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

5.1b

Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, Family Resource/Youth Services Centers, Extended School Services).

Fully Functioning Level of Development and Implementation:

School staff ensures students enter and exit support programs as needed based on specific and clearly defined criteria.

The Extended School Services program provides prompt, highly targeted instructional assistance to all students who fall behind in their mastery of the curriculum to ensure they maintain continuous progress throughout the school year.

The Family Resource/Youth Service Center staff provides assistance, either directly or through community agencies, to children and/or their families when their life circumstances or personal well being present obstacles to learning that cannot be effectively addressed in the classroom.

Title I activities are closely aligned with and provide direct support for the core curriculum, and are used to ensure students for whom these funds are targeted can maintain continuous progress toward proficiency throughout the school year in a regular classroom setting.

School counselors implement a school-wide guidance program designed to meet all students' intellectual, social, physical and developmental needs to ensure they can successfully participate in the entire curriculum.

Performance Judgment

☐

Fully Functioning

☐

Not Fully Functioning

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Learning Environment – STUDENT, FAMILY AND COMMUNITY SUPPORT
Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

5.1c

The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

Fully Functioning Level of Development and Implementation:

School leadership ensures all school staff are regularly trained to identify students with special learning needs or behavioral problems that should be addressed immediately by a health, psychological or social service professional.

School leadership has established and implements clear procedures for how and when to make referrals of such students to the school guidance office, school nurse, school psychologist or school leadership. The procedures are clearly communicated to students, staff members and families.

Students who enter the school with a history of family mobility are immediately evaluated by the school counselor, staff of the Family Resource/Youth Services Center, and the director of the Extended School Services program to determine what services are required and arrange for their prompt deployment to ensure these students can successfully continue their educational program with minimal interruption.

School leadership provides an adult advocate or advocacy services from within or outside the school to give academic, social and moral support to students living in an environment of family discord, violence and abuse; or whose parents lack the ability to help with their children's learning, to mitigate the negative impact of their life circumstances on their learning.

Performance Judgment

☐

Fully Functioning

☐

Not Fully Functioning

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Learning Environment – STUDENT, FAMILY AND COMMUNITY SUPPORT
Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

5.1d
Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.

Fully Functioning Level of Development and Implementation:
The school has an active program for re-engaging students who are alienated or estranged from the school.
The school provides assistance to support learning beyond the classroom for all students (e.g., Saturday school, accelerated curricula, university partnerships, technological resources, homework support, community mentors, peer tutors).
The school provides co-curricular opportunities that are ample, varied, and intentionally support classroom instruction.

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Learning Environment – PROFESSIONAL GROWTH, DEVELOPMENT AND EVALUATION
Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

6.1b
The school has an intentional plan for building instructional capacity through on-going professional development.

Fully Functioning Level of Development and Implementation:
School leadership collaborates with staff to develop and implement a multi-year plan which includes job-embedded professional development and builds on previous development and training experiences, to achieve and maintain a high level of competence in the instructional staff.

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Learning Environment – PROFESSIONAL GROWTH, DEVELOPMENT AND EVALUATION
Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

6.1c
Staff development priorities are set in alignment with goals for student performance and the individual growth plans of staff.

Fully Functioning Level of Development and Implementation:
Professional development priorities are aligned with the school’s learning goals for students, the Individual Professional Growth Plans, and professional evaluations.

Performance Judgment ☐ Fully Functioning ☐ Not Fully Functioning

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Learning Environment – PROFESSIONAL GROWTH, DEVELOPMENT AND EVALUATION
Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

6.2c
The school effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

Fully Functioning Level of Development and Implementation:

School leadership uses the personnel evaluation process and the development of individual growth plans to improve the proficiency of the whole school staff to meet current and future students’ needs.

Individual growth plans are collaboratively developed, based on personnel evaluation data, and focused on impacting professional practice.

Individual growth plans flow from meaningful self-reflection and on-going dialogue with school leadership incorporating both individual and school goals.

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Learning Environment – PROFESSIONAL GROWTH, DEVELOPMENT AND EVALUATION
Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

6.2f
Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.

Fully Functioning Level of Development and Implementation:
School leadership follows the certified personnel evaluation plan to document staff progress in the implementation of their growth plan and to provide meaningful feedback at timely intervals.
School leadership supports the implementation of the growth plans with encouragement, timely guidance, and professional development to help employees make the desired changes in behavior and instructional practice identified during their evaluations.

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Efficiency – LEADERSHIP
Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

7.1b
Leadership decisions are focused on student academic performance and are data-driven and collaborative.

Fully Functioning Level of Development and Implementation:
School leadership, in collaboration with the school council and other staff members, regularly and continuously analyzes student performance data and information from other sources and uses the results of that analysis to inform programmatic and academic decisions.

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Evidence:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Efficiency – LEADERSHIP

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

7.1e

Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to the learning goals for Kentucky public schools.

Fully Functioning Level of Development and Implementation:

School leadership ensures that staff members possess or have access to Kentucky's current curriculum documents, other curriculum-related materials and data resources relating to Kentucky's learning goals.

School leadership systematically ensures all staff members are sufficiently trained to use school and district curricular and data resources.

Performance Judgment

☐

Fully Functioning

☐

Not Fully Functioning

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Efficiency – LEADERSHIP

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

7.1f

Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

Fully Functioning Level of Development and Implementation:

School leadership implements practices and procedures (e.g., plans, agendas, minutes, action items) that ensure the efficient use of staff time (e.g., faculty and committee meetings, planning time, etc.) and keep a focus on curricular and instructional issues.

School leadership allocates specific blocks of time (daily, weekly, or yearly as appropriate) to enable staff to work individually and collegially on curricular and instructional matters.

Performance Judgment

☐

Fully Functioning

☐

Not Fully Functioning

Findings	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Efficiency – LEADERSHIP

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

7.1g

Leadership plans and allocates resources, monitors progress, provides organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

Fully Functioning Level of Development and Implementation:

School leadership plans, allocates resources, monitors progress, provides infrastructure and removes barriers with the primary focus on sustaining continuous school improvement.

Performance Judgment

☐

Fully Functioning

☐

Not Fully Functioning

Findings	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Efficiency – LEADERSHIP
Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

7.1j
There is evidence that the SBDM council has an intentional focus on student academic performance.

Fully Functioning Level of Development and Implementation:
The school council’s policy, program and resource discussions and decisions demonstrate an intentional focus primarily on matters that impact student academic performance in the school.
The school council and school leadership engage district leadership in meaningful discussions about the goals for building and strengthening the school’s instructional and organizational capacity.

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Evidence:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Efficiency – LEADERSHIP

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

7.1k

There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

The principal regularly engages the school community in conversation about what is required for all students to attain proficiency or higher in all content areas irrespective of their life circumstances, motivation or previous academic disappointments.

The principal creates and sustains a school culture that values every child, holds high expectations for the learning success of every child, views parents as essential partners in the education process, motivates staff to perform at their highest potential, and aggressively solicits the participation of the whole community in the schooling enterprise.

The principal's management style optimizes the use of both human and physical resources, equitably distributes responsibility and accountability among all staff, discourages waste and inefficiency, and readily uses the experience and expertise of staff and community leaders to help resolve problems to maximize student academic achievement.

Performance Judgment

☐

Fully Functioning

☐

Not Fully Functioning

Evidence:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Efficiency – ORGANIZATIONAL STRUCTURE AND RESOURCES
Standard 8: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

8.1b
The master class schedule reflects all students have access to the entire curriculum.

Fully Functioning Level of Development and Implementation: The master schedule provides sufficient course offerings so that all students have access to the entire curriculum.

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Efficiency – ORGANIZATIONAL STRUCTURE AND RESOURCES
Standard 8: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

8.1c
The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

Fully Functioning Level of Development and Implementation:

The school council adopts policy and school leadership implements procedures to ensure that instructional and non-instructional staff talents are intentionally matched to students’ unique learning needs as identified by performance data.

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Efficiency – ORGANIZATIONAL STRUCTURE AND RESOURCES
Standard 8: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

8.1d
There is evidence that the staff makes efficient use of instructional time to maximize student learning.

Fully Functioning Level of Development and Implementation:

The school council has adopted policy and the school leadership has implemented procedures to ensure classroom management and organizational practices maximize the use of instructional time.

Teachers and staff efficiently prepare their classrooms and students for instruction, handle discipline, conduct transitions, and minimize distractions in order to efficiently and effectively use all the time available for student learning.

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Efficiency – ORGANIZATIONAL STRUCTURE AND RESOURCES
Standard 8: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

8.1f
The schedule is intentionally aligned with the school’s mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

Fully Functioning Level of Development and Implementation:

School leadership uses a master class schedule that provides optimal time for quality instruction in each content area (e.g., expanded time for science labs, arts or music).

The master schedule accommodates differences in the amount of time and support required for all students to effectively master different types of content.

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Efficiency – ORGANIZATIONAL STRUCTURE AND RESOURCES

Standard 8: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

8.2d

State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, Family Resource/Youth Services Centers, Extended School Services) to address student needs identified by the school/district.

Fully Functioning Level of Development and Implementation:

School leadership ensures all available state and federal program funds are creatively integrated into a mutually reinforcing set of activities designed to maximize their impact on student achievement.

The expenditure of categorical funds is monitored and analyzed frequently. Program strategies are revised based on the evaluation of their impact on student learning.

Performance Judgment

☐

Fully Functioning

☐

Not Fully Functioning

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Efficiency – COMPREHENSIVE AND EFFECTIVE PLANNING
Standard 9: The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

9.2b
The school uses data for school improvement planning.

Fully Functioning Level of Development and Implementation:

School leadership relies on student data to identify needs and develop the goals, priorities and action steps for the comprehensive school improvement plan.

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Efficiency – COMPREHENSIVE AND EFFECTIVE PLANNING
Standard 9: The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

9.4b
The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.

Fully Functioning Level of Development and Implementation:

School improvement goals are stated in clear, concise and measurable terms and are focused on building the school’s capacity for instructional and organizational effectiveness.

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Efficiency – COMPREHENSIVE AND EFFECTIVE PLANNING
Standard 9: The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

9.6a
The plan is implemented as developed.

Fully Functioning Level of Development and Implementation:
School leadership implements the comprehensive school improvement plan as written.
Staff members know the goals of the comprehensive school improvement plan and implement the plan as developed.

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence

Efficiency – COMPREHENSIVE AND EFFECTIVE PLANNING
Standard 9: The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

9.6c
The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

Fully Functioning Level of Development and Implementation:

School leadership compares changes of student performance over time and monitors classroom practices at regular intervals throughout the year to evaluate the impact the comprehensive school improvement plan has had on classroom practice and student performance.

Performance Judgment ☐ **Fully Functioning** ☐ **Not Fully Functioning**

Findings:	Based on:
	1. Surveys
	2. Walkthroughs
	3. Material evidence